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VOL. IV.

JANUARY, 1908

No. 1

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Sierra Educational News

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BOYNTON & ESTERLY, Publishers

VOL. IV

JANUARY 1908

No. 1

Chapters From California History

J. D. Sweeney

Part II. Number IV.

(Note. It was with pleasure that the writer received many expressions of appreciation for these brief papers while at the recent meeting in Sacramento. If even a few become interested enough in the entrancing history of the State to take up a more complete study we shall feel repaid.)

We have seen the completion of the establishing of the several missions. It is impossible to enter into the separate history of each of the churches. The system continued to flourish for many years, reaching the height of prosperity about 1825. Quiet and peace marked these years, with one exception. In 1824, the natives, realizing their great strength and resenting somewhat the restraints placed upon them by the fathers, conspired to destroy the entire white population.

It was planned to simultaneously attack six missions on Sunday at the hour of mass. Purissima was the center of the conspiracy, and there it came most nearly being successful. The priests were forced to flee to Santa Inez for protection. The Indians laid much of the place in ashes, but were finally subdued. No attack was made at any other point, as the natives weakened at the eleventh hour. During the struggle, sixteen Indians were slain by the soldiers, who were called from Monterey. The church at Purissima was rebuilt the following year.

The mission buildings were at first built of adobe. Within an adobe wall were shops, kitchen, storehouses, a church, and apartments for converts (the women were kept separate and usually were locked in at night). The church, for some reason, was generally in the southwest corner. This tule-thatched structure gave way as soon as possible to the larger stone churches. The entire work was commonly done by the Indians under the direction of the padres, of whom there were at least two in each station.

When we consider the workmen, as well as the fact that tools were scarce; that the timber often had to be hewn and carried quite a distance, and that the stone was brought from some neighboring hill and dressed by the natives; that the lime and tiles were all made under the guidance of the monks, and that many of these churches took five, ten and fifteen years to complete, we cannot but be astonished at the zeal, patience, energy and skill of the old fathers.

The government of the missions was entirely patriarchal, and though strict, was not as severe as is generally reputed. It stands to reason that if it had been it would not have been possible to reach the natives as did the missions. The policy of the mission fathers was to make the converts absolutely dependent upon the mission and at the same time keep them from realizing this condition. Herein was one of the weakest points of the plan, and this very feature caused the rapid decay of the entire mission work when the hands of the Franciscans were removed.

The work of the natives, though light, was regular, and this was the irksome part to the man formerly free to roam amid the clover blossoms at will. The hours were also regular, and the Indians rose at the call of the bell, which also called them from the field, to their meals and to the place of worship. The evenings were passed in games, playing and dancing. Many of the natives were expert musicians, as well as being expert in other lines, as they mastered many of the simpler arts and trades. As is human, they readily acquired the vices of the whites, and the presence of the soldiery, while essential in many ways, was a source of much trouble to the friars.

Although the work of teaching the gospel was slow at first, by 1830 the number baptized reached over 85,000. Of this number, about 24,000 were then alive, and probably 17,000 were living at the several missions.

The padres were excellent teachers in farming, and immense crops were raised, as well as vast herds of stock. These products were marketed at the sea coast, where trading ships touched at irregular intervals. Fruits of all kinds were planted, and flourished. Many of these old trees still stand around the ruins of the former missions. Vineyards were many, and wine was made in quantities. Vegetables in abundance were produced. We are told that at one time herds of horses and cattle were so numerous about San Diego that pasture became scarce, and the horses were driven into the ocean and the cattle slain for their hides rather than have them starve.

In 1823, Mission Santa Clara owned 74,000 head of cattle, 82,000 sheep, 7,000 horses and mules, 1,000 hogs, and \$12,000 in stores. Two years later the records of San Francisco show that mission in possession of 76,000 head of cattle, 8,000 sheep, 2,000 hogs, 2,000 mules and horses, 18,000 bushels of wheat, \$35,000 worth of merchandise of various sorts, and about \$25,000 in coin. In 1834 San Luis was owner of 80,000 cattle and 10,000 horses, and at the same time San Gabriel had over 100,000 horses, not to mention other animals. At the zenith of prosperity at San Gabriel the annual production of grain was 1000 tons, and of wine 500 barrels.

These figures will, in a measure, convey to the readers some idea of the industry and thrift of the padres. The notion often prevails in the present day, even among teachers, that these pioneer farmers were a careless, lazy set. Far from it. The farms of the missions were models of industry, and great skill was displayed on the part of these churchmen in teaching as much as they did to the children of the wilds.

It is true that much of this great wealth was spent in show, in the purchase of rich vestments, and in the decorations of the churches, such as paintings, bells, altar cloths, plates, etc. The bells of Santa Cruz are said to have cost \$4,000, and the gold and silver plate of the same church was reputed to have cost \$30,000. In many instances the vestments alone cost small for-

tunes, and were trimmed in solid gold and silver.

In considering the downfall of the mission system, the reader of history must bear in mind the fact that it was never intended on the part of the Spanish government that it was to be permanent. As has already been stated, the plan of occupation was threefold; or rather, three distinct, and for a time very separate, elements entered into the settlement of California. This unique plan must not be overlooked—that for years there existed within our State these three forms of government, entirely independent of each other, yet each dependent upon the others. These three factors were the missions, whose rise we have just discussed; the presidio, or military, best illustrated in Monterey and in San Francisco; and the pueblo, or civil community, the principal of which were San Jose and Los Angeles.

As shown in an earlier paper, it had been the intention of Spain to use the church as an advance agent, and to have the military form take the place of the mission system as rapidly as possible, and both to be succeeded by the pueblo as soon as practicable. None, save the padres themselves, ever intended that their occupancy was to be permanent. It can readily be seen, then, why the fathers would object to being used, as it were, as a tool, to be cast aside when no longer useful politically.

These zealous priests hoped that their work might be lasting; that they might live to see their converts until all would owe allegiance to their King. A struggle, long and bitter, resulted as soon as a movement was made to strip these mission fathers of their hard-earned honors. One of the best authorities of this period, Blackmar, writes: "It was clearly the intention of the government to carry out this plan (i. e., remove the priests of the Franciscan order) in California as soon as practicable. The patriarchal community was to be changed into a civil community. The missionary field was to become a diocese, and the president of the missions was to be replaced by a bishop."

Here is a news clipping from Modoc County—with the name changed, of course:

"Mrs. Jones has commenced teaching the Blank school. Owing to the scarcity of teachers in the county, Mrs. Jones consented to teach the school for her neighbors, to keep the district from lapsing into Darkest Africa. We cannot understand why Modoc, with the facilities she affords for acquiring an education—her high schools and other advantages—should be short on teachers for her schools. We need more local teachers. An imported teacher is sometimes an uncer-

tain quantity. They come from Los Angeles to teach our schools; they powder their faces, read trashy novels, and don't care a rap whether they EARN any part of the money paid them or not. Our High Schools should get busy and try to lay us some Easter eggs."

This sorrowful complaint comes from a country paper. Maybe others think the same. On the other hand, maybe the teachers really do earn their salaries, even if they don't do as someone else would dictate.

Throop Institute Becomes A College of Engineering

(From Pasadena News, Nov. 16, 1907.)

Throop Institute has burned and is burning its bridges. It has done and is doing this in furtherance of the policy definitely entered upon to become a great college of engineering, second to none in the United States.

The first bridge was burned in the segregation from the institute of the elementary school. The next bridge to be burned—it may be within the next year or two, it may be five years hence, or even longer—will be the complete separation of the secondary school.

How? That has not been decided. Throop Institute knows that it is going to be done; it doesn't know how—yet. By affiliation, but separate as to faculty, buildings and all—perhaps. Possibly by separation as an independent school. As a remote contingency, by elimination. Even at that, Throop Institute will probably not scruple if in the future it shall seem necessary.

Throop's Settled Policy

Throop Institute has a clearly defined policy and purpose. It is to build here in Pasadena, on the foundation already laid, a technical college of the very first rank. If two schools cannot occupy that rank, still it is no part of Throop's plan to be second!

"The most up-to-date college of engineering anywhere," is the way President A. H. Chamberlain in a sentence defines the plan.

How much will it cost? Oh, from a million to a million and a half dollars, by the time Throop is well into the project. But is this possible? Well, it may seem strange, but Throop is certain that it is not only possible but actually easier than to build any other kind of a college. Throop is proceeding on the principle that there is unlimited capital for exactly the right kind of educational enterprises, where there is none for the wrong kind, or the doubtful kind.

Not proceeding blindly, mind you. Throop is burning its bridges, but it has some very good roads constructed for quite a distance beyond them. It knows whereby it is going to proceed to the top of the hill, and when it has reached that vantage point, it conceives that the country beyond will naturally and certainly unfold itself.

Thus, while Throop has no premature announcements to make, it is not amiss to say that the policy entered upon so well commends itself in certain quarters, no concern is felt as to the means for beginning to build on its new twenty-two-acre site what will some day be a harmonious group of a dozen splendid structures, devoted to the higher technical education. In other

words, there is money in sight, which would probably never have been in sight but for this plan.

A Scheme of Building

The first building will not be erected without reference to what is to come after. Within the next sixty days provisional plans will be submitted by architects and landscape authorities for laying out the campus and grouping buildings, together with plans for the first building. Contour maps from which architects may work, show every rise and fall of ground to a foot, the location of each live oak, its diameter and spread of branches. It is proposed to preserve these grand old trees of one hundred to two hundred years' growth, and to plan in advance a campus as it will be fifty years hence. The opportunity is there to make college grounds among the very finest in the country, and without a rival as to their outlook and setting.

The first step when Throop had definitely decided upon its course was characteristic of the policy it means to pursue in carrying out its plans. It did not ask for a gift of grounds. It was persuaded it could better afford to buy the very best site to be had than to accept free of cost one not quite answering all requirements. And it went into the market and bought the best site to be had. From their first inspection of the twenty-two acres between San Pasqual and California streets, extending east from Wilson avenue, there was no question in the minds of the trustees that they had found what was wanted. The deeds to the property have been received and the transfer closed within the past few days, the purchase price being approximately \$45,000. The site is one of rare beauty. It includes the Miller estate and E. F. Hahn property, the former covered with live oak and black oak trees, and the latter by an orange grove.

Construction of the first building will probably be begun during the next few months. Ultimately it will be devoted wholly to electrical engineering, and will be arranged and equipped to that end. Electrical engineering is chosen more because a beginning has to be made somewhere than because it will be given prominence over other courses. The second building will be for mechanical engineering, probably, and others will be for mining engineering, architecture, civil engineering, general science, liberal arts, administration, dormitories, gymnasium, and the various needs of a large institution for technical training.

They will come as required—as Throop grows to its plan. By having the plan, and

the settled policy, it can build harmoniously without having to tear down some years hence. It is intended also to build something worthy from an architectural and landscape, as well as from an educational standpoint; something distinctly Californian, but not fussy or flimsy.

Enduring and Distinctive

"The character of the buildings we are planning," said President Chamberlain, in talking of the work Throop has mapped, "must be such as will endure for hundreds of years, and at the same time be so typical of the country that wherever a picture of the campus and buildings should be seen, the beholder would say at once, 'Southern California.'"

"There will be distinct advantage to the institution in that. We shall not hastily tie up to any set of plans, but are taking steps to insure that the subject will be treated broadly and ably. Everything is with us in the making of this institution—everything. We are not bound by tradition in the way of doing things. Harvard almost has to do things a certain way, because it has always done them that way. Yet it may be that educational men are practically agreed they ought to be done somewhat differently.

"About the plan to separate the secondary school from the college—will it be carried out soon?" was asked.

"Not at once; in fact the time depends upon circumstances," Mr. Chamberlain made answer. "The trustees are agreed that it must be done; that we cannot build up a technical college that will command attention while carrying on a secondary school. The two do not go together. All colleges which aspire to genuine rank are having to give up their preparatory schools. The secondary schools are important, mind you, just as important as colleges. It believes its work and its opportunities are in that direction.

"Of course the secondary school may be affiliated, as the Sheffield School of Science is affiliated with Yale University, or it may be entirely divorced from Throop and carried on as an independent school.

"This does not have to be done immediately; it may be several years, or even longer, in being fully carried out, though there would be advantage in getting to the basis which Throop is aiming at as soon as possible.

"It is not numbers that are going to count with us in the future—that will take care of itself. If our plan is right, and we mean it, the future of Throop Institute is assured.

Rational Evolution

"Then we have a splendid beginning. The plan grows naturally out of what has gone before. It is rational evolution. We cannot scatter if we are going to do some things so well that those who want the higher technical education will come to us as quickly, if not in preference to any other institution. Ambitious? Yes, but not too ambitious. Why not? We have advantages no other institution can have. This is Southern California. This is the Pacific Coast. It will be the theater of the greatest electrical and mining enterprises in the world. Let us not be second in educational qualifications, and we shall have no difficulty in filling our institution."

President Chamberlain's ideas are heartily seconded by the trustees. Indeed, it is known that it was the definite plan to make Throop a scientific institution worthy the name that induced a man whose time is so fully occupied with the most important interests as is Prof. Geo. E. Hale's to accept a place upon its board. That one of his position in the scientific world, who might if he would have been president of the Massachusetts Institute of Technology, should give his services to help build a great school of technology here in Pasadena, is one of the best pieces of good fortune Throop Institute has yet met with, and is so regarded by officers and faculty.

Among outsiders there may be a less quick understanding of the necessity of giving up the secondary school. Looking only at numbers and immediate revenue, it might seem an unwise thing. Question was indeed raised as to the wisdom of segregating the elementary school, but that has been accomplished with a large gain to the school, and without loss to Throop. The present enrollment at the institute is some 350, which is larger than that of any previous year, notwithstanding the segregation of the elementary school.

A Beginning This Year

It is quite possible, and in fact is rather definitely expected, that the first building on the new site will be ready for occupancy by next September. Throop's immediate problem is therefore to use the new with the old. It is done at other institutions, notably Columbia, where the shop work is carried on in a building somewhat remote from the others. Prof. Chamberlain is working on a plan which contemplates that certain lines of science, chemistry, physics and electrical engineering might be carried on at the new building, and shop work, drawing and the "humanities" at the present buildings.

<p align="center">School of PUBLIC SCHOOL MUSIC AND METHODS Mrs. L. V. SWEESY, Director</p>	<p>Berkeley, California</p>
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Ultimately, of course, these will be disposed of. The grounds occupied by the buildings have a frontage of 140 feet on Fair Oaks avenue and a like frontage on Raymond. A conservative valuation at the present time would be \$55,000 to \$60,000. The buildings cost \$60,000 and the equipment \$17,000 more.

As soon as the general scheme of build-

ings and grounds is completed and plans and elevations of one or two buildings made, it is expected that certain endowments will be secured. Whenever such an amount is in hand as will permit the removal of Throop, it will go to the new site, and the property now occupied will be disposed of as opportunity offers.

Teachers' Pay

At the annual meeting of the Washington Educational Association the following committee on "salaries" was appointed: O. S. Jones, Walla Walla; Miss Adelaide Pollock, Seattle; J. D. Curtis, Ballard; O. C. Whitney, Tacoma; Josie Hale Bush, South Bend.

The chairman of the committee, O. S. Jones, has requested that each member of the committee should write an article on the subject of salaries and have the same published in a local paper. This constitutes my apology for this appearance in print.

The subject of teachers' salaries has been the theme of many papers and lectures, especially during the past two years. There is no question but that an improvement is needed. At the same time, any of the suggested remedies have been far from practical, and if adopted, would throw us into a chaotic state as serious as would result if we should embrace any of the measures advocated by the radicals of the present day and generation to relieve the present financial stringency.

There is a steady advance in the matter of salaries. In this state, the average salary paid male teachers in 1904-5 was \$64.51; female, \$51.61. In 1905-6 the average salary for males was \$67.86; females, \$53.50, an increase of over three dollars and about two dollars respectively. While this is better than nothing, the increase has in no wise kept pace with the increased expense of living for the same period of time. Recent years have seen a marked advance in the cost of living. In the Pacific Coast States this has probably been twenty per cent in the last twelve months. This year King county leads the State of Washington with \$90.30 for the average salary paid male teachers, and \$74.84 female. The lowest averages in the State were \$50.00 and \$41.75. Our own county paid \$67.67 and \$52.70, so we are about on middle ground. The smaller rural schools of this county pay from forty to fifty dollars per month. It is a satisfaction that those paying forty are becoming fewer in number year by year. Some of the counties in the State pay nothing less than fifty dollars. The teachers pay from twelve to fifteen dollars per month for board in the country districts. This means that after

board is paid, the teacher has from twenty-five dollars to thirty-five, with which she must meet all obligations.

Our village teachers receive from fifty to sixty dollars in the grade. There the board is from fifteen to twenty-five dollars or thirty dollars, so they fare no better in a financial way than the rural teachers; in fact, not so well, as the requirements are greater, and the expenses increased beyond the increase in salaries.

Of the various remedies suggested, none are altogether practical; but combination of several would at least relieve the situation. A twelve-month salary has been advocated quite generally; in some States is being adopted.

It is needless to say that this plan in no wise solves the problem for rural districts maintaining five or six months of school during the year. The majority of the writers on the subject seem to favor the twelve-month basis; but it seems not to be a material factor. Of course, a salary of sixty dollars per month for twelve months is better than the same salary for only nine or ten months; but wherein a salary of say \$720 a year in twelve installments has any advantage over the same amount paid in nine or ten installments I cannot see. If teachers cannot remember that a summer is coming, and plan accordingly, and make as good an adjustment of funds as the ones who receive the same amount divided by twelve instead of nine or ten, something is amiss with their financing, and they need the drill of having to save for a rainy day.

The fact that the present arrangement gives an unthinking population a wrong impression of the relative proportion of salaries received by teachers and other people is perhaps a better argument in favor of the proposed change; yet the class of people who are so short-sighted as to be deceived by the present basis would not be capable of adjusting themselves to the change with any more mental ability expended.

To say nothing less than fifty dollars per month should be paid is a superfluous statement of a self-evident fact; yet this meets with strenuous opposition on the part of some directors, principally the ones who insist upon the superintendents securing

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for them "the best possible teacher for the least possible salary," and those who have large property holdings in the smaller districts and object to a ten-mill tax. They insist upon maintaining the minimum length of term, sometimes vote no tax, and complain about the hard times and the taxes.

The majority of the smaller districts of this country carry their tax of from five to ten mills very cheerfully.

The cheap teacher is one of the hardest factors to cope with in the salary evil. There are those who are very poorly equipped for their profession, and some of them do not even make it a profession. Some of them do not earn the amount of salary they receive. This is one of the great obstacles in the way of a reform along the line of the teacher's wage. Raising the professional standard especially among the rural and village teachers is a necessary move before much improvement can be made. Before some of the pupils have finished the eighth grade it is their ambition and the ambition of some of their teachers to get them to the county seat as soon as possible for the teachers' examination, and if they can squeeze out a third-grade certificate they are considered fully equipped for the school room. A few of these make very satisfactory teachers; but they are very few. As a whole, they are failures, and soon become discouraged, their place being filled by others who will likewise give up as soon as "something better" comes along, usually a husband.

Again, things will not be any better as long as school officers leave the school interests to receive the rag end of their time. The neglectful spirit with which the average director looks after, or fails to look

after, the needs of the school in the way of getting suitable teachers, visiting the school, or looking after needed improvements is certainly discouraging.

Space forbids further enlargement upon these points; but so long as directors leave these matters to go without needed attention, so long as the parents make the school proposition second to the earning of a few dollars, and this is one of the great menaces to a proper adjustment, there can be little improvement. So long as there are teachers who care for no more than the dollars and cents that they earn, and there are many such, and teachers whose professional training is low, so low that they are wholly unfit to be in the school-room anyway, the better class of teachers must suffer with the guilty, and receive a monetary compensation far below their needs and their right.

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High School Changes and Corrections

CROCKETT (U. H. S.)

Sarah Alice Robinson, English, Drawing.
Stanford, A. B., 1906.
vice Daphne Huskey, resigned.

OAKDALE (U. H. S.)

Rebecca Watkins, English, History.
Chicago University.
vice Ruth Tarbell, resigned to get married.

POMONA

J. C. Owen, Science.
Penn College, Iowa, B. S., 1886.
Martha G. Cooper, English.
Wooster, B. A., 1900.

SALINAS

Henrietta Tull, History, Drawing.
California, B. L., 1906.
vice Maude Powell.

OMIT—J. A. Bacher.

Miss Byxbee, English only.

SAN FRANCISCO (Polytechnic H. S.)

Miss Hannah Oehlmann, German.
California, B. L., 1903.

SANTA ANA

L. Mary Ross, Latin, Greek.

SANTA ROSA

Elede Prince, History, Mathematics, etc.
California, B. L., 1904.

VACAVILLE (U. H. S.)

Neille H. McCarthy, Latin, German.
California, B. L., 1906.
vice Hannah Oehlmann.

We are not quite certain of this item, but have been so informed.

VALLEJO

Wallace Turner, Mathematics.
California, B. S., 1905.

VENTURA (U. H. S.)

Wm. A. Nord, Science.
vice Wm. Shearer, resigned.

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Some Teachers and Some Trustees

Judging from what old-timers tell us, early school conditions in this State must have been a matter of much uncertainty, both to trustees and teachers. Even yet, with a much better comprehension of the purpose of the school system, many variations from the accepted order of things are to be expected.

We seldom hear now-a-days of "under-bidding" on the part of school teachers, a very common thing, by report, a few years ago. This may be because of better professional spirit at present, or because positions are more plentiful. It was but a few days since that we heard of a case, which happened a few years ago, where a young lady who had been engaged for the year at \$65 monthly was informed at the mid-year by a friendly trustee that the other two men were about to give her position to another girl, who had offered to teach for \$60. To save herself she finished the year at \$60. The girl who cut under had been one of her friends at the Normal.

She then hustled around and got herself a new school for the next year at \$85 a month. There was an interval of several weeks or months before she should begin her work. Suddenly she was amazed to receive word that a girl, again a Normal friend and supposedly intimate, had been undermining her standing by saying that she was physically unable to stand the work. This statement was absolutely untrue, and the girl who said so knew it. However, the injured teacher was able to hold on to the place in spite of the rival. No such cases as this have come to our personal knowledge within the past three or four years.

The most common form of evasion on the part of teachers at the present time seems to be a disregard for the spoken agreement. A teacher will seek a position, secure it and verbally agree to take it. He, or she, as the case may be, will then continue the search for another place, and just at the opening of the term will either not show up at all or else send a very brief statement

to the same effect, usually with little excuse proffered.

An aggravated form of this occurred a year or so ago. The young woman in question was appointed to a country school in a certain county. Being somewhat unused to traveling, she did not take pains to prove the correctness of her traveling directions, and got off at the wrong station. While inquiring further, her errand caught the attention of a man standing near by, who, being a trustee in need of a teacher for the local district, offered her the position, which she accepted, as a solution of her predicament. So far she was quite excusable. This incident happened nearly a year ago. As far as any information from her is concerned, neither the person who appointed her, the County Superintendent who expected her, nor the trustees who awaited her coming, have ever heard one word of explanation. The trustees waited in vain for a week and then employed a substitute. The information which affords this story came through outside parties who happened to know her and accidentally met her on the street a week later.

Another form of offense comes from the teacher who uses one position as a vantage ground for obtaining another. A teacher of our acquaintance was sought by a certain principal for a high school position. The salary offered was inadequate, but the teacher agreed to take the place if a certain amount should be offered. When the board met, the teacher was elected at a salary greater by one hundred dollars than he had stipulated. He thanked them in such a manner that they considered it an acceptance and looked no further. At the close of vacation, having found a position elsewhere that offered other advantages, although a less salary, he took it, and, if we remember correctly, failed even to notify the other board. As the day approached for the opening of the school, the principal began to inquire when the man would appear, and found, to his exceeding disgust, that the teacher would not come. When called to task for this, he stated that at no time had he accepted definitely, and therefore he was under no contract and thus was not bound. He ignored the implied acceptance contained in the stipulated salary, exceeded by the board. Had the board so far presumed as to elect another man because of receiving no definite answer from him, he would have resented it. His own implied consent, by silence lasting through the whole vacation, he ignored, nor do we suppose that even yet he realizes that he broke the spirit, even if not the letter, of a contract with that board.

The offenses of teachers against boards are many, but, on the whole, the burden of injury rests on the teachers, since they, on the whole, treat boards as fairly as boards treat teachers.

A deplorable condition exists in many of our smaller counties, in the employment of teachers for but one term each. It is hard to see why this should be, unless it lies in the desire for promotions, irrespective of ability.

A teacher who has charge of a class-room for but four months rarely has a chance to impress the pupils enough to get really good results. She has not the time to correct the faults of her predecessors, small or great, and at the same time cover the course of study laid down by the County Board of Education. The course of study in the county which is perhaps the worst offender in the matter of short contracts, is perhaps the most highly praised by the itinerant teacher. In this county it is the exception if a school is taught for two consecutive terms by the same teacher. She who teaches a district for but four months praises the course which is "so simple, so easy to understand, so free from fol-re-rol," etc. One teacher told us that it was the finest course of study she had ever used, and that they made more progress there in the term than she could possibly attain in the very next county, where they had so many things in the course that a teacher couldn't get it all done in one term, and that the Superintendent there was a stiff old crank. Now it happens that the man in the next county has laid it down as a mental axiom not to recommend any teacher who teaches in this county less than one year, because she does not get close enough to the children in that length of time to make an adequate impression on their minds. His course practically compels consecutive terms by the same teacher in order to secure graduation from the highest grade, and the children in his county are to be promoted—not allowed to slip along into the next grade because the new teacher can't resist the pressure to advance them, even though incompetent. The easy course of study permits slovenly work and short-term teachers. The good course compels attention from teachers, and the necessity of good work, which cannot be done on short acquaintance, nor with a shifting instructorate.

Furthermore, the short-term teacher has no chance to learn the community. As a result, the grafting trustee has no restraint.

The grafting trustee does not make fortunes, but he serves his own ends in petty ways.

Last year a district hired three teachers inside of two weeks, the first of whom left because she was expected to board in a trustee's family, and the third would have had to do so had she not possessed a backbone. The accommodations were not adequate, and the price was disproportionate to even reasonable accommodation. Then, during the summer the leading trustee, who ran things, hired a twenty-foot single rail fence painted, and paid for enough paint to

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have covered the schoolhouse. A well was dug, when there was water piped already to the edge of the grounds. Other such items were paid for, none of which put money into the trustee's pocket, but made him solid with those he would conciliate.

This, though bad enough, was not all. The warrants for these expenditures took all the money from the district until the distribution of funds this current month of January, 1908. Whereby no teacher could be hired unless she would consent to accept warrants which could hardly receive even discounts. The County Superintendent must have known of this, because every warrant must be signed by the Superintendent, and so the overdraft on funds must have been known. Yet no remonstrance was made, so far as we have knowledge.

A teacher went, this past summer, to a mountain school, engaged through the County Superintendent upon authorization from the trustees. The man taught for a month and was then informed that he was engaged only from month to month, and although the first month's pay was \$75, that after the first month it would be at any price set by the board. The order to the Superintendent had read about as follows: "Send us a man to commence at such a date. We pay \$75 a month. The school will be eight months." The inference was, of course, that the engagement was for the year. Further, the trustees told the teacher that their funds were all gone, and warrants were already issued against the apportionment of January, and would probably more than cover it. Even if he stayed and accepted the school from month to month, he must therefore wait about a year for his money. Presumably he was to live by faith.

Aside from their immediate responsibility, he found that in many years the school record had not been properly kept, and the daily average attendance must have been guessed at, for it had never been figured out in many years from any roll of scholars. Yet each year the previous teachers had answered "yes" to the question concerning such keeping of record. There was not a library book with a whole cover in the school, and most of the books had been for years in the possession of families resident in the district. Maps and charts and globes were there in profusion and bad disrepair. The previous teacher, being unable to secure pay for his services in cash, had acted as agent for a firm who sold large quantities of unnecessary supplies to the district, took warrants for the same dated back several months, and apparently paid him his commissions in cash immediately. Thus by saddling the district with fresh debt he had secured money enough to pay his bills and get out of town. So far as is known, no County Superintendent had visited the school within the memory of the children in the school, although it is a part of the duty

of the County Superintendent so to do. This district is also under the dominion of one trustee. So far, each Superintendent has taken his word for the status of affairs, apparently for political support, although it seems evident that a man who would investigate and act would receive hearty endorsement by ballot from the citizens, who individually dare not oppose the actions of this trustee. Yet this man is by no means a bad trustee. He *doesn't* know any better. He is a new man, comparatively, in the position, and is the first trustee for years to take any personal interest in the school, and in his crude way he is really trying to do something. The others have let things run on, and allowed the teacher to do everything that could be avoided by the trustees.

Another school board, having some money in the treasury (this was in another county), felt that it was a shame to give it to the teacher who came from outside the district, and so decided on building a pavilion as a lunch room for the children. This was a nice scheme, and put the money into circulation in the district. But they left one flaw in it. After they had signed all the proper warrants and vouchers and had received the money, some \$300, someone was so inconsiderate as to call to the attention of the County Superintendent the fact that the building never got beyond paper, whereupon he threatened legal proceedings for perjury, and they were forced to hand it back. Too bad, wasn't it?

The trouble with the trustee lies in these few things. He uses the position for personal advantage or to favor his friends. He fails to appreciate the fact that the income of the teacher is limited to the actual dollars handed out in a term of much less than a year. That to gain this position she must, as a rule, have studied for twelve years in the public school, and then either two years more at the Normal or five years at the University, and that the capital invested demands an adequate return. That he must be responsible for his own actions, and that all three trustees cannot individually select a teacher for the district. This latter act is embarrassing, especially if two or more show up simultaneously. It leads to prevarication. In addition to these, the temptation to secure private lessons on the piano for the daughter of the clerk without pay, or to get some easy money by boarding the teacher, is a hard one for the trustees to resist. Trustees in general are doing well for their schools, but some of them make it very hard to retain any good teacher. Material is plenty, but space and time fail for further illustration of these points.

These remarks point no moral, nor do they endeavor to come to a definite conclusion. They merely point out some of the ways by which teachers and trustees fail in their duty to each other and the State they are alike supposed to serve.

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Meetings

CALIFORNIA

Alameda County Institute, Oakland, Idora Park,
April, 1908.

WASHINGTON

Inland Empire Teachers' Association, Pullman,
April, 1908.

The Bureau of Education, Department of
the Interior, Washington, D. C., has been
asking us for a copy of the Sierra Educa-
tional News of the issue of March, 1905.
We are unable to supply them, as the few
we saved from the fire have all been issued
to supply local demand, saving two copies
for our own files. If some of our readers
can furnish copies, we will be pleased to
receive them, and can thus comply with the
above request, as well as others similar
to it.

The report of the City Superintendent of
Schools shows an attendance of 37,170 for
November in Los Angeles.

When on the point of leaving Sacramento
for Berkeley, during the T. A. N. C., the
editor spied the faces of two teachers well
known to him, apparently just arriving at the
association, and although he thought they
looked very cheerful, he did not know at the
time that the wedding ceremony had just
united them. We hereby extend con-
gratulations to Principal and Mrs. Con. A.
Davis (formerly Miss Merle Gault) of Red
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Mr. E. T. Manwell, formerly of the County Board of Education of Yuba County, has been appointed to be County Superintendent, to succeed Mr. Jas. A. Scott, whose resignation we published some weeks ago.

The large teachers' meetings have been the best in attendance this year that the State has known. No one meeting was as large as that at Berkeley two years ago, but the T. A. N. C. had about 1125 members, as contrasted with about 480 a year ago; the Southern California Association had over 2700 paid members; while the State meeting at Santa Cruz had probably about 1500, to contrast with about 900 a year ago.

Duncan Mackinnon, City Superintendent of San Diego, known to many in the northern part of the State as a former teacher at Mt. Tamalpais Military Academy, and later as a principal of the Haight School in Alameda, is to guide the affairs of the Southern California Teachers' Association from July, 1908, for the following year.

City Superintendent Fred T. Moore of Alameda was elected President of the California Teachers' Association for the coming year. Dr. Jessica Peixotto of the University of California, City Supt. Alex. Sherriffs of San Jose, and Prof. A. F. Lange of the University of California were elected to the Board of Directors. To the Council of Education were elected Dr. E. C. Moore, City Supt., Los Angeles; Duncan Mackinnon of San Diego; T. L. Heaton of San Francisco; County Supt. Lillie L. Laugenour of Colusa; Mrs. Mary George of the San Jose Normal; Mrs. Clara Partridge of Berkeley, and E. I. Miller of the Chico Normal.

The Southern Association seems really to have outgrown the Simpson Auditorium at last, and has had to take to the Temple Auditorium in order to seat its members at a general session. This means that it is a body whose paid membership, whose badges entitle them to a seat at its meetings, needs the largest auditorium in the State merely for its own accommodation, even without making room for its friends.

It was repeatedly remarked at both of the large meetings just held that Mr. Hughes of Toronto, who was the principal speaker at each meeting, was the most effective man on the platform of any heard here for many years. He certainly met with general approval. He not only had plenty of material, but his delivery was striking and effective.

Without attempting to give the proceedings of either meeting, we shall expect to print in the near future papers from them of interest to our readers.

This year the women of the State Association held a caucus and nominated a candidate for the directorate, and three for the Council of Education. All were elected by a heavy vote.

So many favorable comments are coming through the daily papers on the new form of the life diplomas now being issued by the State Superintendent that we judge that it is meeting popular approval to a high degree.

The circular issued from Colton, relative to the Teachers' Institute recently held there came too late to receive notice last month. It is unique. The town is not well stocked with accommodations in the ordinary manner, so this circular of information listed every description of entertainment and useful items for daily comfort, such as the location of postoffice, express company, banks, etc. It is the most complete thing of the kind we have seen.

Warrants for the payment of royalties due two Eastern book companies were drawn Nov. 2, 1907, by Controller Nye. The American Book Company of Cincinnati will receive a check from the state for \$17,037.48, which represents royalties on the sale of 121,714 books used in the California schools. The other warrant was drawn in favor of D. C. Heath & Co. of Boston for \$3,924.93, being the royalty on 29,532 books.

ART SCHOOL EXHIBIT

A feature which attracted much attention at the State convention was the exhibit of pencil and charcoal drawings, and water-color paintings, done by the students of the school of the California Guild of Arts and Crafts at Berkeley. The different classes of work, such as object-drawing, designing, mechanical drawing, sketch and life class being equally well represented.

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